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ABSTRACT

Information is presented from a study examining the amount, type, goals, and consequences of contacts between foreign students and the residents of a local community (a college town in the Northeast). Several types of data on contacts between foreign students and townspeople were collected in a period from January to June 1986. Results indicate that international exchanges off-campus at this study site are relatively rare and are not highly significant for most foreign students and townspeople. But for those on both sides that do take place, the experiences are mostly positive and serve many useful functions. Findings include the following: fewer than one in three foreign students surveyed knew "a lot" or "some" town residents by name, although 85% perceived town residents as friendly; foreign students with town contacts were no more likely than others to have plans to remain in the United States after training was completed; and townspeople generally are unaware of the foreign student presence. Five appendices are: information used in the report; foreign student mail survey; foreign student focus groups and interviews; townspeople interviews; and staff, faculty, and U.S. student interviews. (SM)

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international exchange off-campus

Foreign Students and Local Communities

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Prepared for the Institute of International Education
December 1986

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Summary

Every year, more than 300,000 foreign students are enrolled in colleges and universities across the United States, yet very little is known about their contacts with the resident population. International exchanges off campus could be significant for both parties. This study examines the amount, type, goals, and consequences of contacts between foreign students and the residents of a local community. Using the case-study approach, we have selected a town and two campuses with attributes that are not uncommon to the foreign student experience.

The study site is a college town in the Northeast. It has a homogenous population of about 33,000 residents. There are two campuses in town, a large public university and a small private college. The large school has more than 1,000 foreign students while the small school has fewer than 50 foreign students. Foreign students from many nations have studied in this college town for many decades.

Several types of data on contacts between foreign students and townspeople were collected in the period from January to June 1986. A mail survey of the foreign student population produced more than 455 responses. Ten "focus groups" were conducted, involving a total of 89 foreign students. About 50 personal interviews with foreign students, townspeople, campus staff, faculty, and American students also took place. We thus gathered both systematic survey data and qualitative, in-depth information.

The key findings are as follows:

- Fewer than one in three foreign students surveyed knew "a lot" or "some" town residents by name, although 85 percent perceived town residents as "friendly."
- More than half the foreign students surveyed did not recollect either pleasant or unpleasant encounters with townspeople. One in four mentioned pleasant encounters only, one in eight cited both pleasant and unpleasant contacts, and 7 percent could remember only unpleasant encounters.
- Foreign students with town contacts were no more likely than others to have plans to remain in the United States after training was completed. Despite the lack of town encounters, most students said they would recommend the school and area to others from their nation.
- Townspeople generally are unaware of the foreign student presence. The vast majority of contacts are business-related, and these casual encounters are largely friendly. A group of about 100 townspeople participate in more regular, formalized activities with foreign students. These activities include a host-family program, a foreign student wives' group, an annual

town orientation, and various religious events. The townspeople involved in these activities are mostly older people, faculty and their spouses, religious people, and world travelers.

- Most foreign students place little value on town encounters. For those who are involved, these contacts offer survival skills, networking with other foreign students, relief from homesickness and loneliness, an opportunity to learn about American culture, and a platform for teaching others about their culture.
- Most town residents place little value on foreign student encounters. For the small number of volunteers, the contacts offer Christian mission work, opportunities to teach about the American way, a chance to have interactions with other cultures, and relief from loneliness.
- Foreign students generally approve of the programs organized by the town, although some complain that more informal and varied contacts would be desirable. University staff tend to agree with these complaints, while town residents seem content with the status quo.
- Several factors seem to affect international exchanges off campus. The generally amicable state of town-gown relations makes for pleasant contacts between foreign students and townspeople, while the degree of encouragement offered under the policies of the various campuses sets the parameters for contacts. The small scale of the college town under study offers unique opportunities for interactions. The attributes of the foreign students themselves also influence the amount and number of exchanges. Those who are married, older, and living off campus, and those in certain "sought after" nationalities, have a better chance of meeting townspeople. By contrast, the existence of foreign student associations may reduce town-foreign student contacts.

International exchanges off campus at our study site are relatively rare and are not highly significant for most foreign students and townspeople. But for those on both sides of the exchanges that do take place, the experiences are mostly positive and serve many useful functions. Studies in suburban and urban settings would help determine if our findings are exceptional or typical.

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We wish to thank the participants at our study site for their cooperation. The assistance of campus staff involved with foreign student affairs at both institutions of higher learning was especially valuable. They helped arrange foreign student focus groups, gave us many good leads for personal interviews, and answered many questions themselves. The foreign students, the town residents, the faculty and staff, and the student leaders, all of whom gave generously of their time, made this report possible.

Introduction

In the 1980s, more than 300,000 foreign students came to study annually in United States institutions of higher learning. The foreign student population exceeds 1,000 in some universities while relatively small numbers of foreign students attend other institutions. We know many facts about the foreign students who study here, such as their nationality and their field of study (Open Doors, 1986). Among the aspects of their educational experience about which very little is known is the extent and nature of the contacts between foreign students and members of their host community. There is reason to believe that international exchange off-campus may be significant for both parties involved.

This study examines the amount, type, goals, and consequences of social contacts taking place between foreign students and the residents of a local community. It is a case study and is exploratory in nature: we wanted to test the waters for further inquiry by collecting qualitative and quantitative information on this untouched topic in as many forms as possible.

In some ways, foreign students are like any other immigrant population that settles in the United States. They must try to cope with their new surroundings in both cultural and practical terms. They need to avoid feelings of anomie, alienation, and personal disorientation. They must learn new social and economic survival skills (see Baldassare, 1983; Wirth, 1938). There are several ways in which these goals can be accomplished. Foreign immigrants can join separate subcultures with local people of their own nationality, providing that such people exist (Fischer, 1984). Alternatively, they can call upon organizations, such as the local university, local public services, or churches to tell them how to act and what to do to survive in their new country; or they can attempt to have some of their instrumental and expressive needs met by individual members of the host society. It is this last possibility, meaningful contacts between foreigners and townspeople, that we explore in the case of the foreign student population.

In light of the classic community studies in sociology, we would expect little interaction between foreign students and town residents (Burgess, 1925; Park, 1925). Ethnic groups in American communities tend to form into enclaves with little connection to the larger community. New foreign immigrants are usually residentially segregated and they are not well integrated into the larger community's institutions and activities. Long-term residents tend to have little to do with foreign immigrants, presumably by choice and by virtue of geographical separation.

But in many ways the foreign student experience is very different from

the typical immigrant experience. Many foreign students come to the United States on a temporary basis, at least partly to learn about the culture and to interact with the natives. These contacts help some of them to decide whether or not they want to emigrate (Card, 1982). Foreign students have a prestigious sponsoring organization in the community, an institution of higher learning, which can serve to build mutual trust (Barber, 1983) on both sides of what is usually an uneasy encounter between foreigner and resident. The institution of higher learning can be a useful go-between, giving foreign students an entree into residents' homes and offering locals a safe opportunity for a cross-cultural experience. Finally, foreign students may well be in residential situations that are not typical of the American immigrant experience. They often are in remote college towns, far from cosmopolitan places, and separated from large concentrations of people from their own nations. While residing in these small and homogenous towns, they live not in enclaves, but in dormitories with other students, or in off-campus apartments and houses that are not located in ethnic neighborhoods. The option of joining subcultures is unavailable to many foreign students, while the chances of meeting local residents correspondingly would seem to increase.

How can we find out what makes for rewarding interactions between foreign students and community members and what makes for self-segregation or friction? What aspects of the context of these interactions should be examined, and what characteristics of the actual interactions? In this exploratory study, with limited resources, we proceeded on the basis of a study design described below.

We chose a college town because it offered one typical foreign student situation. Also, a small and homogeneous town setting was easier to cover and comprehend than a large and diverse urban setting. We selected a site with two institutions of higher learning, one a large public university and one a private college, because these provided us with contrasts without spreading our research efforts too thin.

Our data collection efforts were directed principally at foreign students rather than other sources. We decided on a mail survey of foreign students, but we felt, especially for exploratory purposes, that qualitative information from personal interviews with foreign students was also needed to bring depth and content into our understanding of off-campus exchanges. To gain additional perspective on these exchanges, we interviewed about 50 campus staff, faculty, town residents, and American students. The information so obtained allows both estimates of the extent of contacts and basic impressions of the nature of town-foreign student encounters.

The Study Site

The site for the study is a small college town in the Northeast of the United States. The town has two institutions of higher learning, one a large public university, the other a small private college. We assured all participants in the study that we would conceal the identity of the town and of the institutions involved.

The college town has a population of 33,000 (U.S. Bureau of the Census, 1982). In many ways it typifies a college town, since the institutions of higher learning dominate employment, service industries, and leisure activities. It also has old traditions, town events, churches, volunteer groups, and local commercial establishments. Although the town underwent substantial growth in the last decade, it still has only a very small foreign and nonwhite residential population. The census counted the white population at 30,554 in 1980. Only 7 percent of the population is Black or Hispanic. The same proportion, 7 percent, are foreign-born. Some of the largest ethnic groups consist of 344 Chinese, 112 Japanese, and 103 Asian Indians. Town residents interacting with foreign students are thus likely to experience these contacts as distinct. And foreign students are not going to find ethnic and racial subcultures in town.

The two institutions of higher education stand in stark contrast to one another. The private college is small and, in the liberal arts tradition, students live in dormitories. There were fewer than 40 foreign students enrolled in undergraduate programs during our study. That number has been fairly constant, and low by design, for many years. The public university has 25,000 students enrolled in a multitude of graduate and undergraduate programs, living on and off campus. At the time of our study there were more than 1,000 foreign students from many different countries enrolled in a variety of academic programs. The school has a long history of enrolling foreign students, though the numbers increased a few years ago. The two campuses offer very different social opportunities for foreign students. At the private college, there are no foreign student associations, no real concentrations of any one nationality, and encouragement by academic advisors to associate with Americans. On-campus living discourages town contacts for all students. The public university offers far more choices to foreign students, such as living off campus, joining foreign student

organizations, associating primarily with one's own nationality, or getting involved with town programs designed for foreign students.

Though certainly not representative of all foreign-student experiences in American localities nor of all community experiences with foreign students, the various attributes of this community and its institutions clearly make for an interesting case study.

Data Collection

The field work for this study took place during the 1986 winter semester. We chose the January to June time-period for two reasons: the January start allowed the most recent arrivals in the college town at least a semester of experience in their new setting; and the June completion ensured that the universe of foreign students was unaffected by new entries and graduations during the course of the study. The five phases of data collection took place over the six months. They used a variety of information sources, providing both systematic survey data and in-depth, qualitative data (see Appendix A).

1) A mail questionnaire with a prepaid return envelope was sent in April to all foreign students enrolled on the two campuses. The two-page questionnaire addressed respondents' knowledge and perceptions of town residents, their most pleasant and unpleasant encounters with townspeople, and the social, educational, and residential characteristics of the respondents (see Appendix B). Mailing lists were obtained from administrators on both campuses. A total of 1,182 questionnaires were mailed, 1148 to the public university and 34 to the private college. To ensure confidentiality, students were asked to send responses directly to the investigator. We received 455 completed questionnaires, a return rate of 38 percent, by the close of data collection on June 30th. As return rates on mail surveys usually range from 10 percent to 50 percent, depending on financial incentives, length of the questionnaire and sample characteristics, the response to our survey is much better than average.

The demographic characteristics of the students who completed the questionnaires correspond closely to the characteristics of the overall foreign student population at our study site. In the foreign student population at the public university, according to a 1985-1986 census, 72 percent were at the graduate level and 28 percent were undergraduates; of those responding to our survey, 73 percent were graduate students and 27 percent were undergraduates. The overall foreign student population was 71 percent single and 63 percent male; our sample was 71 percent single and 61 percent male. The sample's distribution by country of origin and field of study also showed a high degree of correspondence with the total foreign student population. Among foreign students at the university, 29 percent were East

Asian, 20 percent were European, and 15 percent were South Central Asian; in our sample, 28 percent were East Asian, 24 percent were European and 16 percent were South Central Asian. Engineering was the most common major for foreign students at the university, with 27 percent in this field, while natural sciences and social sciences each had 12 percent of the foreign student enrollment and the arts and agriculture each had 10 percent. In our sample, 25 percent were in engineering, 16 percent were in the natural sciences, 11 percent were in the arts, 10 percent were in the social sciences and 8 percent were in agriculture.

At the private college, where 26 of the 34 foreign students completed questionnaires, the small foreign student population was obviously well covered. We found no bias in nationality, gender or major in the nonresponses to the mail questionnaire.

2) We also conducted 10 "focus groups" involving 89 foreign students. These took place in campus seminar-rooms during two stays at the study site, one in March and the other in May. These focus groups were one hour guided discussions with selected foreign students. Moderated by the two investigators and recorded for later analysis, their purpose was to engender lively discussions of foreign students' perceptions, experiences, and desires relating to the town and its residents. This was achieved in all ten groups. Two of the groups, arranged by a college administrator, were composed of undergraduates in the private college, with diverse nationalities. We talked to 24 of the 34 foreign students enrolled in the private college as a result of these sessions. The eight other groups involved foreign students at the public university. College administrators initially arranged four sessions: one group of students from the People's Republic of China, one of undergraduate exchange students from Western Europe, one of Black African students, and one of Middle Easterners. After reviewing the student body characteristics, we deemed it necessary to arrange four more sessions, so we asked foreign student leaders and other campus administrators to convene the following groups: Indians, Taiwanese, Latin Americans, Western Europeans, and undergraduates from various nations living in dormitories. Of course, the focus group data are "qualitative": not representative of the foreign student body but illustrative of the kinds of contacts with townspeople, feelings about these contacts, and wishes expressed by the foreign students with regard to contacts (Appendix C).

Some nationalities, such as Eastern Europeans, Southeast Asians, and Scandinavians, were not organized or abundant enough to be reached through focus groups. Instead, we conducted individual interviews with nine such students, asking them the same questions that had been asked in the focus groups (see Appendix C).

3) While at the study site, and through long distance calls, we conducted telephone interviews ranging from five to 20 minutes with 20 townspeople. Fifteen of them were involved in town organizations set up to assist foreign students and their families. Some of these interviewees were recommended by campus administrators. Others were selected through a "snowball" procedure of asking for additional names in the course of conducting the initial interviews with residents. Five interviews were with community leaders,

including an elected town official, a newspaper editor, a local bank official, a police chief, and a high-school principal. The purpose of these interviews was to gauge the actual and preferred state of town-foreign student relations from the perspective of involved and concerned residents. These interviews, again, do not offer a valid sample of town residents, as would a public opinion survey, but rather, they provide valuable qualitative data.

4) During visits to the two campuses and in later telephone calls in June, we interviewed 15 campus staff and faculty members. These individuals all are highly involved with foreign students, mostly through their positions but, in some instances, through volunteer efforts as well. The two campus administrators in the private college who deal with foreign student issues were interviewed. At the public university, all of the foreign student office staff members were interviewed. The public university staff provided names of other campus administrators and faculty members who have knowledge of foreign students. We contacted as many of them as we could reach in the winter semester. The purpose of the faculty and staff interviews was to learn about the general difficulties experienced by foreign students, the current state of town-foreign student relations, and desirable future programs (see Appendix E).

5) Lastly, we conducted telephone interviews with American students at the public university. We wanted to gain some perspectives on town relations in general and foreign student contacts with local people in particular. We interviewed three graduate and undergraduate student leaders, asking the same questions we asked in student and faculty interviews (see Appendix E). Again, these interviews provide valuable insights and examples.

Findings

Foreign Student Ratings of Town Residents

Most foreign students have little interaction with town residents. However, the vast majority perceive that the contacts they have are generally friendly.

In the mail survey of foreign students, only 7 percent said they knew "a lot" of town residents by name and 23 percent said they knew "some." Forty three percent said they knew "a few" and 27 percent said they knew none at all.

Table 1 indicates that the extent of direct knowledge of town residents is the lowest among six categories of social contacts measured. Students were more than twice as likely to report knowing by name a good number of faculty, as well as students from their own nation, other foreign nations, and the United States, than they were to report a knowledge of townspeople by name. Similarly, by a 39 percent to 30 percent margin, more foreign students knew a lot or some campus staff by name than knew town residents by name.

This lack of contact with townspeople also emerges consistently in our 10 focus groups. In the words of a student at the private college student: "I have absolutely no contact with the townies," a perception shared by almost everyone we spoke with at that institution. The same was true at the public university, where an Indian graduate student told us, "I know precisely one American that I could go out with." A Taiwanese at the public university summarized his group's experiences by saying, "We don't have much interaction with the people in town," and a Western European graduate student added on an almost tearful note: "If I leave this year, I won't know any Americans, and that's very sad."

Still, 85 percent of the foreign students in the mail survey said that most of the town residents they had come into contact with were friendly. Only 3 percent said that most were unfriendly and 12 percent had no opinion.

In foreign students' ratings of the relative friendliness of members of six social categories, town residents emerge at the bottom of the list (see Table 1). But while students are more likely to say faculty, staff, and American students are friendly, they also are more likely to say these groups are unfriendly. Therefore, it is lack of exposure instead of bad experiences that reduces the friendliness ratings of townspeople.

The focus groups also revealed only a few foreign students who encountered unfriendliness among town residents. "They [townspeople] seem to be used to having foreign students around," claimed an exchange

student. There were many, however, who felt that the friendliness was superficial, bordering on indifference. "It seems like nobody really has time to speak with you" a private college student said. A Black African said of the town ambience, "You take care of yourself, I take care of myself. That is the attitude within this community." It should be noted that many foreign students perceived town residents to be treating them as students rather than as foreigners. In the words of a Latin American graduate student: "The town people have a barrier against students per se, not just foreign students."

Dissagregating the foreign student population, as Table 2 shows, knowledge of town residents is much higher in the public university than in the private college. Also the likelihood of knowing town residents increases with off-campus residence, age, and more years at school. Nearly half the foreign students who have lived in the area for four or more years, or are aged 30 and older, know a lot or some town residents by name. Married students and women also know more town residents than others, while engineering students appear to be the most isolated from town residents. European and North American students, predictably, are more integrated than are students from less Westernized cultures.

Foreign students in the private college are less likely than those in the public university to perceive the town residents as friendly (see Table 2). This is because very few reported knowing town residents at all. Interestingly, Latin American students were the least likely to perceive town residents as friendly. Less than two in three Latin Americans had favorable opinions of town residents, 27 percent had no opinion, and 9 percent had unfavorable opinions.

TABLE 1

FOREIGN STUDENT RATINGS OF TOWN RESIDENTS

How many people in each category do you know by name?

	A lot/Some
Students-U.S.	85%
Faculty	75
Students-Other Foreign	72
Students-Same Country	69
Campus Staff	39
Town Residents	30

How have most of the people you have come into contact with in each category treated you?

	Friendly	Unfriendly	No response
Students-Other Foreign	95%	2%	3%
Faculty	95	3	2
Students-U.S.	93	6	1
Students-Same Country	90	4	6
Campus Staff	88	7	5
Town Residents	85	3	12

TABLE 2

RATINGS OF TOWN RESIDENTS ACROSS FOREIGN STUDENT GROUPS

	Know A lot/Some	Friendly
TOTAL	30%	85%
SCHOOL		
Private College	8	77
Public University	31	86
RESIDENCE		
On Campus	24	83
Off Campus	34	87
YEARS AT SCHOOL		
1 year	27	89
2 years	27	81
3 years	27	80
4 or more years	45	84
AGE		
21 or less	25	87
22 to 29	26	84
30 or more	43	86
MARITAL STATUS		
Single	26	84
Married	38	88
SEX		
Men	27	83
Women	34	89

	Know A lot/Some	Friendly
ACADEMIC MAJOR		
Engineering	23	86
Math and Sciences	32	86
Other	31	84
NATIONALITY		
Asia	26	88
Europe and N. America	34	90
Latin America	29	64
Other	31	79

TABLE 3

FOREIGN STUDENT ENCOUNTERS WITH TOWN RESIDENTS

What are the most pleasant and unpleasant encounters you have had with town residents?

	Pleasant	Unpleasant
No mentions/No encounter	60%	81%
General Ambience	14	2
Bars, Shops	5	6
Visited a home	5	-
Nice Stranger	4	3
Host family	3	1
Church	3	-
Town Events	3	-
Landlord	-	2
Neighbors	-	1
Other	3	4

Combined Encounters

No Pleasant or Unpleasant Encounters	53%
Pleasant, No Unpleasant Encounters	28%
Both Pleasant and Unpleasant Encounters	12%
Unpleasant, No Pleasant Encounters	7%

Foreign Student Encounters With Town Residents

The quality of encounters with town residents does not play a prominent role in the foreign students' experiences. When asked in the mail survey, most foreign students could recall neither pleasant nor unpleasant encounters with town residents.

As Table 3 indicates, six in 10 foreign students did not cite any pleasant encounters with town residents, while 14 percent made vague reference to the atmosphere of the town and its people seeming friendly. Five percent recalled being treated well in bars or shops and four percent by strangers on the street. Another five percent mentioned visiting someone's home and three percent specifically mentioned a host family. Three percent mentioned pleasant encounters at church, town events, or other occasions.

"The only experiences I've had with the residents of XXXXX is at the cashiers in groceries in general," wrote a Canadian graduate student. "No encounter as yet! I do not go anywhere else except to the mall or supermarket to buy food," responded an Indian graduate student. These were typical of the written responses, as well as of the feedback from the focus group sessions. Some commented on the general atmosphere with no mention of particular encounters. "It has struck me how helpful most people are," wrote a British undergraduate, and a Chinese graduate student reflected this in saying, "People here are friendly. This has something to do with the nature of the town — this is a very educated place." There were also scattered mentions of kind strangers, such as the Bolivian undergraduate who wrote of "an 83 year old lady who found my wallet on the street," and mentions of pleasant host families. "They're very nice people, we get along very well," said a Turkish undergraduate.

While pleasant encounters were rare, unpleasant contacts were even more rare. Eight in 10 could not name any unpleasant encounters (see Table 3), while only six percent remember being treated badly in bars or shops and three percent had an unpleasant encounter with a stranger. Fewer yet mentioned troubles with a landlord, neighbors, or the general atmosphere of the town. Four percent had scattered "other" responses.

We ran across only a few unpleasant encounters involving townspeople in all of our data gathering. There were some episodes of personal bigotry, such as that experienced by the student from Cyprus who said a man muttered "Here comes the third world," when she entered a restaurant; or the Chinese student who heard a teenager shout "Chink" as he was walking down a local street. There seemed to be little evidence of institutional prejudice. Some initial misunderstanding by foreign students of drinking laws and banking rules led to feelings of discrimination, but those were short-lived. Like the student from Ghana, who claimed, "The most unpleasant encounter is in the search for housing," many described an off-campus housing realm that seemed alien, over-priced, and at times biased to the foreign student. Subtle, rather than overt, housing discrimination may have been in operation on occasion.

In Table 3 we combine the mentions of unpleasant and pleasant experiences by the foreign student respondents. More than half reported

neither a pleasant nor unpleasant encounter. About one in four could recall only a pleasant encounter and about one in eight could remember both a pleasant and unpleasant event. Only seven percent could think of only an unpleasant encounter.

Next, we examine differences across foreign student groups in the mention of pleasant and unpleasant encounters. Private college students were more likely to remember pleasant encounters and a little less likely to recall unpleasant ones. More contacts with town residents do seem to increase the mention of unpleasant encounters: as Table 4 indicates, more years at school, older age, and living off-campus increases the recall of unpleasant encounters. Math and science students were slightly less likely to remember pleasant encounters and Asians were less likely than other nationalities to recall any encounters at all. Sex and marital status have no influence on the quality of town resident encounters.

TABLE 4

TOWN RESIDENTS ENCOUNTERS ACROSS FOREIGN STUDENT GROUPS

	Pleasant	Unpleasant
TOTAL	40%	19%
SCHOOL		
Private College	54	16
Public University	39	19
RESIDENCE		
On Campus	40	15
Off Campus	39	23
YEARS AT SCHOOL		
1 year	42	14
2 years	33	18
3 years	42	31
4 or more years	41	29
AGE		
21 or less	39	12
22 to 29	40	20
30 or more	40	24
MARITAL STATUS		
Single	41	20
Married	38	19
SEX		
Men	39	18
Women	40	22

	Pleasant	Unpleasant
ACADEMIC MAJOR		
Engineering	39	86
Math and Sciences	31	86
Other	43	84
NATIONALITY		
Asia	37	17
Europe and N. America	44	21
Latin America	41	23
Other	40	21

The Function of Town Encounters

For most foreign students, the town residents are people you buy groceries from, or who rent you an apartment, or serve you in a restaurant, store, or a bank. For many, knowing town residents is simply not important.

For some, their studies are all important. "I've travelled half way around the world for my studies and that's all I'm interested in right now," said a Malaysian undergraduate. For others, contacts with classmates suffice for their social relations. "There are enough students on campus and I think it's enough," a Polish undergraduate reported. "I haven't made any friends here at all besides international students," said a Black African. "It's easier to communicate with non-English speaking people than with Americans," said a Latin American. "I haven't felt a need for it," was the simple, and maybe representative, response of a Swedish undergraduate.

A good many students speak of the disorienting experience of living and studying in another culture. For those who are not well-travelled or well-connected, or who are from cultures described by one campus staff person as having "a thin veneer of sophistication," community programs offer survival tools. Those regular encounters that have been institutionalized between town residents and public university foreign students have important manifest and latent purposes. For instance, the town provides an orientation program for newly arrived foreign students. During this event, informative speeches are made by local officials, business people, and clergy. The orientation program includes a tour of the area and a reception, to which are invited the Town Manager, the heads of the town organizations that cater to foreign students, as well as foreign student advisors. Even though the students say they meet few townspeople, many say it is an excellent opportunity to get to know other foreign students. The dinners and special services sponsored by local churches also offer an opportunity to expand one's social support network. And a group organized specifically for the wives of foreign students helps these women with the basic necessities, travel, and communication, allowing them to become more self-sufficient. The town, in essence, is providing basic information and critical socialization not offered by the educational institution.

Loneliness and homesickness are problems faced somewhat by all foreign students but, again, especially the less travelled and connected. This was

repeatedly asserted by campus staff. "Students don't have enough contacts," "Foreign students are isolated," and, "Their problems are social and cultural," commented staff members at the public university. There was a feeling in the community that campus staff take care of instrumental but not emotional needs. Said one resident, "I really don't know how much of the warm, human contact they get now. Judging from the people that are involved, their official things are very well taken care of."

The host family program seemed, for many foreign students, to offer warmth and companionship. This is partly inferred from the fact that demand exceeded supply of host families. Further, most of the written and oral responses we gathered from program participants were positive. And those who applied but were denied a host family placement complained bitterly. "If you get lucky you might get some phone call from a host family," said a Taiwanese.

An Indian graduate student spoke for many other foreign students in saying, "My main aim in coming here was not just going to school and getting another degree but to learn more about the States." Many foreign students want to meet townspeople simply because they consider it an enriching personal and educational experience. They go to events and accept dinner invitations to learn more about America. A Black African summarized this sentiment in stating, "We want to learn as much as possible about the American culture, the American system." The host family program for foreign students seems to offer the best opportunity to play anthropologist in a foreign land. One private college student said, "It shows you a different part of the United States and what life is all about here, being able to see families." Many commented to us in focus groups about their wonderment at our holiday customs, such as Thanksgiving dinner and Christmas.

For other foreign students, town resident encounters are occasions to play "civic booster" for their nations. One Taiwanese student complained that he had only two opportunities to show townspeople his five rolls of slides from home. A Black African accepted an invitation to talk to grade school children in an effort to counter "illusions about Africa" including the legend of Tarzan. A Latin American complained about townspeople's lack of knowledge of his country, saying, "They don't know geography at all." Some thought of their educational role in more universalistic terms, such as the Irani who said, "People have to get to know each other's cultures."

The town encounters seem especially helpful to foreign students in the public university. Orientations and volunteer groups teach basic survival skills, helping students with the difficulties of language, food shopping, banking, housing, and transport. The organizations also provide opportunities for new foreign students to meet each other, if not the townsfolk. The curious, the lonely, and the ambassadorial foreign students all can find value in the host family program. There may have been a time when staff and faculty in the public university could have served all these foreign student needs. Today, the foreign student population is too large and too diverse to be fully satisfied with assistance provided by available staff.

Stay/return decisions and other judgments

Perceptions of and experiences with town residents show little effect on foreign students' future plans. According to the mail survey, foreign students' plans to stay in or leave the United States are not based on the quality of contacts.

Table 5 indicates that 19 percent of those surveyed planned to stay in the United States after their studies were completed, while 41 percent were uncertain, and 40 percent intended to return home. Knowing many town residents did not make students more likely to want to stay in the United States, neither did perceiving town residents as friendly. Those who had pleasant encounters were not more likely to remain in the United States, but those who had unpleasant encounters were more likely to want to return to their nation of origin than were others. This last group may be students who decided to return home before they even left to study abroad, and who spent their stay gathering evidence to support their decision.

The limited role of town relations on judgements about the desirability of studying in the United States and at particular institutions emerged in our focus groups. Overwhelmingly, the students said they would recommend attending the private college or public university to their countrymen, provided it fit with their study plans. Their feelings about the town and experiences with its residents did not seem a factor in this decision at all. And when asked if they would make the same foreign study plans if they had to do it over, most said they would. But their reasons had to do with qualities of the educational institution, or their academic departments, or their student peers, rather than with the town. There were a few well-travelled Europeans who would have opted for a more "cosmopolitan setting." But even they coped with small-town life, making weekend trips to big cities on the Atlantic seaboard.

TABLE 5

PLANS TO REMAIN IN THE UNITED STATES AFTER STUDY

	Yes	No	Don't Know
Total	19	40	41
Know a lot/some town residents	19	40	41
Town residents friendly	20	39	41
Had pleasant encounters	21	39	40
Had unpleasant encounters	14	49	37

Town Residents' Encounters with Foreign Students

Contacts between town residents and foreign students are few, and the vast majority, from all accounts, appear to be superficial or business-related. As residents of a college town, townspeople appear to take students for granted and be somewhat oblivious to a foreign student presence. The

repeated contacts are highly routinized. This is what we learned not only from the foreign students, but also from personal interviews with townspeople and campus staff.

The town newspaper editor could not remember covering any stories about "foreign students and such." The police chief's response to their presence was, "Who notices?" The chairman of the board of selectmen characterized town-foreign student contacts as "overwhelmingly commercial."

But the atmosphere cannot be characterized as unfriendly to foreign students. One townsperson said, "There are loads of foreign students and the people here are very used to seeing them," similar to what we heard from foreign students themselves. "Nothing gives the impression that [town] people are antagonistic," said another resident. Indifference is the rule, as deplored by the town activist in foreign student matters who said, "There's a need for more involvement, but people say they are too busy."

Over the course of the years, several organizations have been set up specifically to deal with foreign students. While these organizations certainly solve specific difficulties facing the foreign students, they also seem to cut off opportunities for more spontaneous interactions and informal meetings.

Most of the town residents who have contacts with foreign students that go beyond commercial exchanges and casual encounters do so through one of long-standing organizations and programs. A host family program matches local families to foreign students. A town committee organizes community orientation meetings for newly arrived students. Another group, formed in response to a foreign student wife's suicide several years ago, helps these women with transportation problems and tutors some of them in English. There is a Quaker "friends" group that encourages foreign student participation, and several local churches claim to be promoting peace and understanding through inviting foreign students to occasional church dinners and worship services.

It is hard to judge exactly how many townspeople come into regular contact with foreign students. A public opinion survey would be needed for a valid estimate of all encounters. But since fewer than one in three foreign students knows "a lot" or "some" townspeople, we would assume an even smaller percentage of townspeople know foreign students.

From our interviews, we conclude that a core group of about 100 volunteers is involved in most of the repeated interactions. A public university staff person estimated the number between 75 and 100 volunteers. Another said, "There are 150 applications for host families .... the demand is greater than the number of families." Most of the townspeople who are involved with the foreign students seem to volunteer in more than one capacity, having overlapping memberships in several organizations. As one Quaker committee member characterized involved town residents, "I would have to say it's the old story of the already committed."

What kinds of townspeople become involved with foreign students? Hardly a cross-section of the town. They are predominantly older people, world-travellers, religious families and individuals, campus faculty and staff and their spouses. We heard this consistently in our interviews. They are, by

virtue of several of these characteristics, white-collar, family-oriented, and middle-class or above. Campus observers described townspeople in the foreign student-related organizations as "wives of faculty," and people "bringing God to the heathens," and, "old timers with not much vigor." Some townspeople, in less deprecatory ways, echoed these sentiments. One said, "There is a great opportunity for mission work." Another admitted, "The drivers (for the foreign student wives' organization) now are older than the students and it doesn't always match."

It is important to note that most foreign students with whom we spoke did not have a stereotype of townspeople who were involved with them. And there were few complaints that the townspeople they did meet were atypical, or "do-gooders," or were tied too closely to their campus. Some mentioned experiencing proselytizing from host families, but most who did so were themselves religious and didn't mind. Some noted that a friendly dinner was arranged by an elderly person, but they did not complain that these meetings did not take place with younger people.

The Function of Foreign Student Encounters

For most townspeople, the purpose of their encounter with a foreign student is strictly business. It is an economic exchange. A landlord renting to a tenant. A bank teller with a client depositing money. A grocery store checker with a customer.

Most town residents, business aside, have little or no desire for significant interactions with a foreign student. We heard few examples of town residents going out of their way to contact foreign students. They are friendly, but disengaged, as shown from residents' comments like, "People maybe don't pay attention to them .... but I don't think it's unfriendly." As noted, the demand for host families exceeds the volunteers. Drivers for the foreign student wives' organization are in short supply. From what we heard, involvement with foreign students is not increasing.

In this town of roughly 33,000, there are, as noted, perhaps only 100 people who voluntarily have repeated contacts with public university foreign students. We learned from them that there are different functions of the foreign student encounter that draw them into this exchange.

One reason townspeople engage themselves with foreign students is to do Christian mission work. Many of the volunteers we spoke with were also very involved in their local churches. And many of the local churches sponsored worship services such as International Sunday and church dinners for foreign students. One volunteer commented, "I'd just like to have more occasions so people would be free to attend our churches." A Catholic priest said, "We should do more. We have a very large Catholic center here at the University, but we don't have a good foreign student program." One local volunteer, disillusioned with the fact that so many meetings with foreign students are held in churches told us, "I just hate all that missionary zeal."

Another purpose of foreign student encounters is to teach about the

American way. Part of this is educational and part is boosterism. Many reiterate the desire of one volunteer who wanted to "get them into American homes." Faculty wives and town faculty spoke of the importance of "enriching" the foreign student learning experience through host families. One volunteer also expressed a strong desire, perhaps out of patriotism, to show them "how people live, what their values are, and what family life is like." And speaking of the importance of introducing Chinese to American families, the same volunteer expressed her opinion. "When you know someone, you don't think of them as an enemy."

A third reason is exposure to foreign cultures through student contacts. This is important in a college town containing "cosmopolite" faculty families all coping with life in a small town inhabited largely by students and locals. Many volunteers echoed the statement that it is "fascinating to meet people from other cultures." Others said in different ways that foreign students offer them an opportunity to "broaden their perspectives," and an organizer said of the host family participants, "It's very good for their children." Some volunteers we spoke with said they receive travel ideas from their foreign student contacts, such as people and places to visit.

A final reason why townspeople meet with foreign students is to combat loneliness and boredom. Many of the volunteers are older people, retired, and often widowed. One volunteer said to us about her involvement, "My husband died and I had to have something to do." Some are faculty wives in a town that provides few opportunities for nonacademic careers. Others are divorced and empty-nesters. An Indian graduate student had this to say about his host family: "A 40 year old divorcee who needed someone to talk to and share her sorrow with." This was not his idea of an educational experience, he admitted.

Town resident encounters with foreign students, through the years, have developed in ways that help the town, its institutions, and some of its residents function better. The town orientation for new foreign students helps acquaint potential customers with local businesses. Churches that seek out foreign students may increase their membership base. Relief from boredom and loneliness are offered through contacts with foreign students. And the limitations of small-town life are somewhat offset by a cosmopolitan experience like entertaining a foreign student.

The Ideal Town-Foreign Student Contacts

Most foreign students and townspeople seem to be content with the status quo in town-foreign student contacts. But some with whom we spoke, especially on the foreign student side of the exchange, wanted more variety, informality, and flexibility in these contacts. Some had ideas about how to accomplish ideal contacts. Most, however, were skeptical that these goals would ever come to fruition.

A Black African speaking of how to create meaningful town-foreign student relations said, "It has to be formed the informal way. I've been through the formal, going to pick apples. I don't want to do that." An Israeli similarly

noted, "I would love to sit down with Americans my own age and talk about things." That same student claimed that current programs make the foreign students less than equals: "They tend to think our goal is to be like Americans." We heard this same sentiment from several others.

The public university staff agrees in large part with the foreign students' views of ideal contacts. "We need something organized with an informal setting," said one. "A town center is needed, a place to come together for regular and unscheduled meetings," said another. "A variety of programs are needed—movies, town meetings, hikes, concerts," said a third staff member close to the students. To make the foreign student feel more equal in the exchange, a faculty member suggested, "More cultural events on campus should be arranged."

But townspeople by and large seem indifferent to these requests. "I don't think we need to overwhelm them [foreign students]" said one organizer. "You don't what to be overbearing," said another. "Really, I don't think they need anything else," said a volunteer. A town leader concluded, "A lot of contacts are already taking place."

The overall consensus seems to be that little change will occur in the kinds of foreign student-town relations that now exist. One town organizer concluded, "The more informal the ways to do it, the better. But that often means it just doesn't get done." A campus observer held out little hope of change, and was critical of the town organizations because "... they can't go beyond what's already being done ... they don't try to expand their efforts." One disgruntled foreign student, commenting on the likelihood for developing more meaningful and flexible contacts concluded, "I'm cynical. I think it's a lost cause."

Factors Affecting Town-Foreign Student Contacts

Based upon our observations and interviews at the study site, we can offer some tentative explanations of the factors that promote or discourage town-foreign student contacts. Unfortunately, these are only conjecture, because we do not have enough information to make formal causal links. Future research involving more sites and more precise information is needed to test these ideas.

1) General town-gown relations cast a long shadow on town-foreign student encounters. Many of the people we spoke with feel that townspeople do not differentiate between foreign students and American students. Both are generally treated politely but rather superficially, perhaps evidence that the town respects, and to a degree resents, its interdependence with the college campuses. In another setting, one with animosity between townspeople and the campus, it is possible that foreign students would be treated badly.

2) Policies at the institution of higher learning influence town-foreign student relations. The private college at our site has, in the words of a staff person, "no program to differentiate foreign students." At this institution, foreign students' American experience is designed to take place behind

the campus gates. The public university, on the other hand, has several programs with townspeople and a busy staff that encourages students to explore off campus. Accordingly, the level of townspeople contact between the two places of higher learning differs sharply. It is not only the programs per se, but also the definition of "right and wrong" foreign student behavior that shapes town-foreign student contacts.

3) Small towns offer more opportunities for town-foreign student contacts than cosmopolitan places. This is an issue of the supply and demand of non-natives. Foreign students are a precious commodity in a small town because foreign immigrants and ethnic groups are in short supply. So, public schools call on foreign students to tell children about current events in faraway places. Churches call on foreign students when ethnic food "pot lucks" are arranged. Newspaper reporters call them when an event occurs in the students' native country. A high school principal said, "There are multinational clubs . . . they always include foreign students." Foreign students are sought after as dinner companions, and their wives are resources for practicing and learning new tongues. By contrast, in large, urban places, foreign students are not that different from other groups, and there they compete with others for community attention.

4) The presence of large foreign student groups from a single nation stunts contacts between that group and town residents. One Indian commented, "Our (academic) departments are such, our work is such, that most of the time we mix with only Indians or other foreign students." Some sizable foreign student groups, such as Indians and Taiwanese, have their own associations. These organizations meet regularly, hold orientations for new students, and recruit new members even before they arrive in the United States for study. These associations solve many student problems but they also insulate their members from town events for foreign students and partly pre-empt the need for host families.

5) Foreign groups vary in popularity, so some students are more isolated from residents than others. Right now, many of the townspeople are taken with the Chinese. "They're such open, lovely people," said one volunteer. And the Taiwanese, by contrast, feel shunned. As one student commented: "There are lots and lots of programs for mainland Chinese people." Other groups also feel overlooked. An Irani said, "I don't think I've seen any Irani or Indians [in host families]." Black Africans sense a lack of interest in their cultures and nations. The popularity of groups seems to be based partly on novelty, as in the case of the Chinese newcomers, and partly on the state of their nation's diplomatic relations with the United States.

6) Some foreign students are recognized as less "foreign" than others and are not sought after for contacts. Canadians, of course, provide the best example. But we also noticed that Europeans, Latin Americans, and Caribbeans often mention that they are not given special treatment. Some foreign students just blend in well with the community's surroundings. They look and sound like white nonhispanics or other familiar United States ethnic groups.

7) Older foreign students with families stand the best chance of knowing town residents. They are more likely to need housing accommodations

off campus, and their children attend local public schools. Churches often attract and cater to foreign students families with children. Wives of male foreign students will be asked to join organizations such as the tutoring program for women. By contrast, the unmarried foreign student, under 21, without children, living in a dormitory on campus, is the least likely to have any significant contact with townspeople.

Conclusions

Our findings suggest that international educational exchange off-campus is a relatively limited occurence. Very few foreign students know many townspeople by name. The majority do not recall a significant encounter. Perhaps only 100 townspeople in an area of 30,000 residents have any meaningful experiences with foreign students. And the townspeople who do become involved with foreign students are not a representative cross-section.

But any international exchange off-campus that does take place is, from the accounts of the town residents and foreign students involved, a significant and worthwhile event. Each party enters the interaction with a set of different goals and somewhat overlapping expectations. Almost without exception, both receive something personally beneficial from the interaction. And from a societal perspective, the encounters are worthwhile because both parties emerge with a better feeling about the town, its institutions, foreign cultures, and American culture.

Are the findings from our study exceptional or typical of town-foreign student contacts? A definitive answer must await further research. However, there are reasons to believe that the level of international exchange we saw is unusually high. This particular town has been accustomed for many years to a foreign student presence, and specific institutions to foster contacts have developed. The churches are active, and their outreach philosophy assures more contacts. The population dynamics of this small college town place the foreign students in demand. The housing crunch on campus forces many foreign students to seek shelter off-campus, and this too facilitates contacts with townspeople.

Should more be done to encourage international exchange off-campus? It is difficult for us to generalize from our current study site. Most townspeople and foreign students we spoke with feel that enough contacts already are available. A few desire more flexible and informal contacts, the types of off-campus exchanges that probably cannot be "programmed."

Is international exchange off-campus a necessity? We believe that every institution of higher learning with a sizable and diverse foreign student population should have formal programs to facilitate contacts between residents and foreign students. They should be thought of as social welfare programs for the socially isolated and psychologically vulnerable segment of the foreign student population. They may also be conceived of as an aspect of international education for those foreign students who are inclined toward cross-cultural explorations.

While foreign students are not immigrants, their experiences do illuminate the foreign experience in America. Our case study shows that there is not one way, but many ways in which new arrivals cope with their unfamiliar surroundings. Some foreign students link up with their peers from home soon after arrival. Others immediately join foreign student associations. Some remain isolated on campus because of their work and residential arrangements. A few become involved off-campus soon after arrival, either because they have to be, or are sought out, or their own curiosity draws them to townspeople. The level and timing of international exchange can thus vary tremendously.

In conclusion, we feel that the case study findings, and our approach, are sufficiently promising to suggest future research. Through a mail survey of all campuses with foreign students, we could find out how common town-foreign student programs are in the United States and what forms they take. This would be useful information for planning and policy-making. Moreover, the results of a national survey could serve as a basis for carefully selecting some sites to replicate our current study. Once sites are selected, we would recommend using the same methodology of obtaining both quantitative and qualitative information, and to include public opinion surveys of residents. Future research issues should include town-foreign student contacts in urban and suburban settings, in communities with and without formal off-campus exchange programs, in areas with and without many foreign residents, and on campuses that do and do not have foreign student associations. With a larger data base, we could test many of the hypotheses about factors affecting town-foreign student contacts. We then would better comprehend the conditions and significance of international educational exchange off-campus.

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Appendix A

Information Used In The Report

455 Foreign Student Mail Questionnaires

A total of 1182 were mailed
429 of 1148 Returned from Public University
26 of 34 Returned from Private College

89 Foreign Students in 10 Focus Groups

Private College, 7 Diverse Nationalities
Private College, 17 Diverse Nationalities
Public University, 8 People's Republic of China
Public University, 5 Undergraduate Exchange Students
Public University, 5 Africa
Public University, 7 Iran
Public University, 8 India
Public University, 17 Latin America and Europe
Public University, 9 Taiwan
Public University, 6 Undergraduates in Dormitories

9 Additional Telephone Interviews with Foreign Students Representing Nationalities not in Focus Groups

20 Telephone Interviews with Townspeople

15 In Town Organizations for Foreign Students
5 Community Leaders

18 Personal and Telephone Interviews with Staff, Faculty, and U.S. Student Leaders

2 Staff People from Private College
9 Staff from Public University
4 Faculty from Public University
3 U.S. Student Leaders from Public University

Appendix B

Foreign Student Mail Survey

April 14, 1986

To: All Foreign Students at XXXXX

Enclosed is a survey I am conducting for the Institute of International Education in New York. The purpose of this study is to gather information about foreign students' experiences living and studying in the United States. We are most interested in the contacts students from other countries have with staff, faculty, students, and people who live in the community surrounding the campus. We want to learn how these contacts affect study in the United States and future plans.

All the survey questions should be answered by all students since we need to gather as many opinions as possible. Your answers will be held in the strictest confidence. If you have any questions about the survey's authenticity feel free to contact XXXXXXXXXXXXXXXXXXXXX or my staff at 714-856-4252.

Please mail the completed survey in the postage paid envelope. Thank you in advance for your cooperation.

Sincerely,

Mark Baldassare
Associate Professor

ID NO ___ ___ ___

INSTITUTE OF INTERNATIONAL EDUCATION SURVEY

This survey will only take a few minutes to complete. It is being distributed to all students as part of a larger study. CIRCLE THE NUMBER representing your anwers or FILL IN THE BLANKS in the space provided. All answers are confidential.

How many people in each category do you know by name?

	A lot	Some	A Few	None	
Town Residents	1	2	3	4	/4
U.S. Students	1	2	3	4	/5
Students from Your Country	1	2	3	4	/6
Students from Other Countries	1	2	3	4	/7
Faculty	1	2	3	4	/8
Staff on Campus	1	2	3	4	/9

How have most of the people you have come into contact with in each category treated you?

	Friendly	Unfriendly	
Town Residents	1	2	/10
U.S. Students	1	2	/11
Students from Your Country	1	2	/12
Students from Other Countries	1	2	/13
Faculty	1	2	/14
Staff on Campus	1	2	/15

Do you belong to any groups or associations whose members are solely from your country of origin?

yes 1
no ..... 2 /16

Do you belong to any groups or associations whose members are U.S. residents or from countries other than your own?

yes 1
no ..... 2 /17

Do you plan to remain in the United States after you complete your study at XXXXXXXX?

yes 1
no 2
don't know ..... 3 /18

Do you live on campus or off campus?

on campus ..... 1 /19
off campus 2

How many years have you been at XXXXXXXXX?

_____ _____ years /20-21

What is your age?

_____ _____ years /22-23

Are you married or unmarried?

married ..... 1 /24
unmarried 2

Are you male or female?

male ..... 1 /25
female 2

What is your country of origin?

_____ /26 - 27

What is your major or field of study?

_____ /27 - 28

What year are you in at school?

_____ /29 - 30

What are the most pleasant and unpleasant encounters you have had with town residents? (if possible mention names, places, and reasons for contacts)

_____ /30 - 31

_____

_____

_____

_____

_____

OPTIONAL: NAME AND TELEPHONE BELOW FOR FURTHER INTERVIEW.

KEY COMMENTS FROM OPEN-ENDED SURVEY QUESTION

What are the most pleasant and unpleasant encounters you have had with town residents?

"My primary contact with town residents has been through my membership in the town chapter of Amnesty International. The 'townies' were glad to have me with them at the community college and have provided constant encouragement for the newly established campus group. We have cooperated on several ventures together." - Private College, South Africa.

"The most pleasant - Woman Around World [an] organization [that] provides programs and friendship for all foreign women, twice a week meetings and special programs allow us to know the country, town and people better. The most unpleasant - once my husband and I and one child walking on the side street, a car with five to six young men pass by and shouted to us 'Go back to Taiwan!' Once a woman (white American) took our belongings (barbecue set and carriage) from our back yard apartment. I discovered and asked for return. She refused and said, 'You foreigners are thieves, take advantages of U.S. citizens' right.' " - Public University, graduate student, Taiwan.

"Had a very pleasant reception by the people from town council of XXXXX. Otherwise I haven't had any interaction with the town people." - Public University, graduate student, India.

"I had very few meetings with town residents. My meeting with my host family was rather disappointing as she was a 40-year-old divorcee who needed somebody to talk to and share her sorrow with! Not exactly my idea of pleasant education company." - Public University, graduate student, India.

"Soon after I arrived in this country I struck up a conversation with a man in a breakfast cafe in XXXXX. When he found out I was new in the country, he invited me to his house for dinner with his family." - Public University, graduate student, Bangladesh.

"No encounter as yet! I do not go anywhere else except to the mall or supermarket to buy food." - Public University, graduate student, India.

"The most unpleasant encounter is in search for housing where because I have an accent they tell me 'Oh, the house is already taken.' Few minutes after I ask a white American friend to call same number and he is asked to come over and inspect. No pleasant experiences." - Public University, graduate student, Ghana.

"Hardly came in contact with town residents. There isn't much in the way of initiative from either party to go out and get acquainted with each other." - Public University, graduate student, India.

"I haven't had a lot of contact with town residents. The few I've had are neither pleasant nor unpleasant. They are mainly neutral. I was invited twice to have dinner . . . they were nice and friendly but not interesting." - Public University, graduate student, Portugal.

"There is nothing special to mention. Because I'm just too busy I don't have that much time to get in contact with residents - except 'store experience' there is almost nothing else. I didn't feel any striking difference in treatment

towards foreigners. People in XXXXX seem to be adapted to this relatively big amount of foreigners in their town." - Public University, graduate student, W. Germany.

"Meeting the XXXXX's, XXXXX's and others has come to be a wonderful experience. Their interest and appreciation for knowing about culture and myself have made possible my integration with others in this community. This is probably what will unify this country with the rest of the world in the near future." - Public University, undergraduate, Venezuela.

"Pleasant - being helped by many residents to find an apartment when I first arrived. Unpleasant - each time someone knows my country of origin they are tempted to ask what is my religion." - Public University, gradute student, Lebanon.

"In general encounters, residents are friendly and pleasant. However, what often occurs is a feeling of resentment on their behalf at the fact that I'm foreign." - Public University, undergraduate, The Netherlands.

"At first and for the first time in my life, I felt discriminated against just on the basis of my foreign background. The people are not to blame though, it is just surprising to find such little open-mindedness. I used to go to another university with a lot more foreign students and there was no such 'tension.' " - Public University, undergraduate, France.

"Most pleasant: I have had many pleasant experiences in XXXXX - it is really a delightful and friendly town to live in. My pleasant encounters would include: people helping to get my car unstuck from the snow; just being friendly and warm-hearted." - Public University, graduate student, Pakistan.

"Most pleasant - An 83-year-old lady who found my wallet on the street. She called me up and when I went to pick it up from her house, she invited me over for supper. Definitely the most charming lady I have met." - Public University, undergraduate, Bolivia.

"Not many - it's a small town and we hardly get to know many town residents. Wish I could meet more and get socially more active with American residents." - Public University, graduate student, India.

"The only experiences I've had with the residents of XXXXX is at the cashiers in groceries in general. I enjoy the kidding around that goes back and forth and the overall friendly atmosphere." - Public University, graduate student, Canada.

"It has struck me how helpful most people are in XXXXX, especially in shops and restaurants, and often more so when they find that you are from another country. I can't think of any unpleasant encounters that I have had at all with town residents." - Public University, undergraduate, U.K.

"I haven't had any unpleasant encounters at all. I have a host family here at XXXXX and they're very nice people, we get along very well. I have been to their house a few times and we try to get together as much as possible." - Public University, undergraduate, Turkey.

Appendix C

FOREIGN STUDENT FOCUS GROUPS AND INTERVIEWS

OUTLINE

Good day. Ny name is . . . . . and I am working on a study for the Institute of International Education in New York. The purpose of this study is to gather information about students' experiences living and studying in the United States. We are most interested in the contacts students from other countries have with staff, students, and people who live in the community surrounding the campus. We want to learn how these contacts affect study in the United States and students' future plans. The questions I will ask you should be answered by everyone since we need to gather as many opinions as possible. All of your answers will be held in the strictest confidence. Your name, the names of the schools, and the name of the town will not be mentioned in our future reports.

1. When you first arrived here what were your impressions of the United States? The school? The XXXXX area?
2. How have your impressions changed since you first arrived? Why?
3. Do students who come here from other countries generally keep to themselves? Is this good or bad? Why?
4. Do you think people in town are generally friendly or unfriendly? How about at school? Give examples.
5. Is it desirable to encourage more contacts between foreign students and college staff, community residents, and nonforeign students? Why?
6. What qualities make for mutually rewarding contacts between foreign students and staff, residents, and other students? What can make contacts unpleasant? Give examples.
7. How have your future goals changed since you first arrived here? Why?
8. Would you recommend going to school in XXXXX to other students from your country or other countries? Why?

KEY QUOTES FROM FOCUS GROUPS CONCERNING TOWN RESIDENTS

FOCUS GROUP 1: PRIVATE COLLEGE, 7 DIVERSE NATIONALITIES

"I just go to the town and get stuff I need, but I don't know anybody apart from the college."

"There are times I think there's a stupidity that's assumed."

"I don't think people notice that I'm not American."

"I have absolutely no contact with the townies."

"I think there are ways, especially through religious affiliations, to get involved with community groups."

"I think it would be nice [to get involved with town residents], but it's really hard to find time to."

"It shows you a different part of the United States and what life is all about here, being able to see families."

"I think the townspeople really don't make a distinction between American students and foreign students."

FOCUS GROUP 2: PRIVATE COLLEGE, 17 DIVERSE NATIONALITIES

"Someone said when we walked into the restaurant, 'Here comes the third world.' I was not pleased."

"In town I've only had really good experiences. Most of the townspeople I know are members of Amnesty International, that's how I met them."

"It seems like nobody has time to really speak to you."

"The students and the people in the town seem to keep very separate. People in the town don't try, and there are very few places where the townspeople and the students can meet."

"I think the problem is not just international students, but any student who does not belong to a majority cultural or dominant group, which people perceive as the white, Anglo-Saxon, Protestant."

FOCUS GROUP 3: PUBLIC UNIVERSITY, 8 CHINESE (PRC)

"When I first came here I thought the Chinese were more easy to contact and communicate with. But by the second semester I had more American contact because my English was getting better and better."

"They [landlords] seem very interested in the Chinese culture, they just make you feel comfortable. They're very old, though."

"People here are very friendly. This has something to do with the nature of the town — this is a very educated place. People living here are middle-class people and they are quite accustomed of having foreigners around."

"Once I was called a 'Chink.' That was downtown, it was by a teenager."

"I had a host family for maybe one year but then I got very busy. It was very interesting. At Easter, they have a big party."

"I have a very nice host family who are active in the Baptist Church. They invite us over for dinner. . . . we always invite them back for dinner and when our relatives come around we invite them to meet our relatives and so do they."

"Not everybody who wants one finds a host family."

FOCUS GROUP 4: PUBLIC UNIVERSITY, 5 EXCHANGE STUDENTS

"I see my British friends every couple of weeks."

"I have little contact [with townspeople]outside of shops."

"They [townspeople] seem to be used to having foreigners around."

[Host family talked religion at dinner] "That was okay with me, because

Appendix D

TOWNSPEOPLE INTERVIEWS

1. Are townspeople generally friendly or unfriendly to foreign students? Give examples.
2. What types of contacts do you know of which take place between foreign students and townspeople? Give good and bad examples.
3. What types of townspeople are most likely to be involved with foreign students?
4. How are contacts between townspeople and foreign students beneficial? How are they troublesome?
5. Are more contacts between foreign students and townspeople desirable? Are they necessary?
6. How should more contacts be encouraged? What types of contacts would be best for both parties?

KEY COMMENTS ON FOREIGN STUDENT CONTACTS

TOWNSPEOPLE IN FOREIGN STUDENT ORGANIZATIONS

"There is a greater opportunity for mission work right here - influencing students who can put in a good word for Christianity or America when they return."

"It's worth more than a visit to their country to have a foreign student living with you."

"I think people can do as much as they want here. They can avoid contact all together, I guess, but there's a tremendous opportunity for people to enrich themselves."

Clergyman, Host Family and Town Committee member

"Often times the husband and the families [foreign students] don't understand what volunteer means. They think you're paid to do something, so do it."

"The thing they love most and the thing that's most difficult is to get them into American homes."

Round the World Women member

[Town reaction to foreign students] "It may be neutral in that people maybe don't pay attention to them or help them when they need help.

I'm Catholic, but my roomate isn't and she was kind of shocked."

"In some ways we are kind of used by a host family - as an oddity, or a friend for a child."

"I would like to have more contact, but it's my own fault. I could have tried to do something myself but I haven't done it. I'm too busy studying."

FOCUS GROUP 5: PUBLIC UNIVERSITY, 5 AFRICAN STUDENTS

"There's less African students here and there's less experience as far as the African cross-cultural experience is concerned."

"People are less aware of the African culture."

"I went last week to a primary school . . and the kids were picking out all the myths [about Africa] . . . . . Tarzan."

"You take care of yourself, I take care of myself. That is the attitude within this community . . . ."

"They have already formed illusions about Africa."

"It's like there's no incentive, no desire to know you."

"I found that I was more appreciated in Wyoming."

"We want to learn as much as possible about the American culture, the American system."

"It has to be formed the informal way. Because I've been through the formal, going to pick apples. I don't want to do that. Christmas invitations, Thanksgiving invitations, I don't want that."

FOCUS GROUP 6: PUBLIC UNIVERSITY, 7 IRANIANS

"That first people I met were from my own country. It was easier to get to know them."

"For me, personally, it's easier to make friends among the foreigners. As foreigners, we have common problems."

"All the people I know, all the friends I have, are classmates. That's it."

"I've made friends almost everywhere, including the policeman who fixes my ticket. But I don't know my neighbors."

"It's odd, because I've seen so many Japanese and Chinese students in host families. I don't think I've seen any Irani or Indians."

"Getting to know a family is very important."

"People have to get to know each other's cultures."

FOCUS GROUP 7: PUBLIC UNIVERSITY, 8 INDIANS

"Our departments are such, our work is such, that most of the time we mix with only Indians or other foreign students."

"I know precisely one American that I could go out with."

"Going out into the town for whatever, you don't necessarily interact."

[Town orientation] "At the end of that, we got to know more foreign students, because that's who we were with."

[Applied for host family] "I gave my name and nobody ever got in touch with me."

"My main aim in coming here was not just going to school and getting another degree but to learn more about the States. I feel very strongly

that it's not working out that way. All I'm doing is just going to class."

"I would like to see a planned sort of thing. I'm not much in favor of this host family."

FOCUS GROUP 8: 17 LATIN AMERICAN AND EUROPEAN

"It's easier to communicate with non English-speaking people than with Americans. They're not as patient."

"At the beginning, I was willing to meet only Americans . . . but then I met other foreign students who made me feel better . . . so I gave up."

[Americans in general] "I've run across a certain amount of xenophobia . . . The difference in interests means it's just not worth one's time."

"The XXXXX town people have a barrier against students in general, not just foreign students."

"They don't know geography at all."

"They don't really want to understand . . . . . in any depth someone from a different culture."

"If I leave this year, I won't know any Americans, and that's very sad."

"Personally, I think it would be very good because it gets you away from the university, out of the student crowd, and it really gets you in touch with an American family."

FOCUS GROUP 9: 9 TAIWANESE

"Most of us live with Chinese."

"Americans, they don't pay attention to us."

"If you get lucky you might get some phone call from a host family. But this doesn't happen all the time."

"My host family called me but they never invited me to their home or anything."

"We don't have much interaction with the people in town."

"I would like to introduce my culture to them. But actually, I have five rolls of slides so I can show people my country, and I had only two opportunities to show them."

"There are lots and lots of programs for mainland Chinese people . . . The policy here seems to be lop-sided. The big shots go to their activities and not ours."

FOCUS GROUP 10: PUBLIC UNIVERSITY, 6 UNDERGRADUATES LIVING IN DORMITORIES

"I haven't made any friends here at all besides international students and people from my own country."

"Some people are so insentitive to foreign students . . . They have this common stereotype."

"It's very easy in this country to meet other people. They smile and you smile back . . . But I realize they are not listening very carefully."

"I used to live off-campus . . . I got to know two of our neighbors . . . In the end we ended up quarreling because there are differences, just cultural differences."

"I go home sometimes and stand in front of a mirror and think, 'there must be something wrong with me, they were laughing at me.' "

"I would love to be able to sit down with Americans my own age and talk about things . . . We come here with open arms. They way we're put down, it's just sad."

"They tend to think our goal is to be like Americans. They don't think we're proud to be what we are."

"I'm cynical. I think it's a lost cause."

ADDITIONAL TELEPHONE INTERVIEWS WITH PUBLIC UNIVERSITY FOREIGN STUDENTS

KEY COMMENTS CONCERNING TOWN RESIDENTS

"All my friends are like college, school friends." Hong Kong, graduate student.

"It doesn't bother me [not knowing townspeople] because I have friends on campus and I usually only go to town when I have nothing to do." Malaysia, undergraduate.

"I've found out it's a little easier to associate with international students. Maybe the Americans and international students are a little different." Thailand, undergraduate.

". . . . . there's almost no way to interact, if you want to do well that is. I've traveled half way around the world for my studies and that's all I'm interested in right now. I'd like to learn about America but that comes second, I guess." Malaysia, graduate student.

"I live in a dorm and most of my interactions are with other students . . . . . the school is basically the whole town." Malaysia, undergraduate.

"I try to hide the fact that I'm foreign. I don't want to be treated any different way, good or bad, because I'm foreign . . . . . I sometimes wish myself into a larger city so I could meet more different kinds of people." Norway, undergraduate.

[On meeting townspeople] "Maybe I have gone out for an evening and talked to somebody in a bar, but that's about it . . . . . I have enough social life around me as it is." Sweden, undergraduate.

[On meeting townspeople] "There are enough students on campus and I think it's enough." Poland, undergraduate.

[On meeting townspeople] "I haven't felt a need for it, really." Sweden, undergraduate.

But I don't think it's unfriendly."

"I think it's always good for people in the town to have opportunities to meet foreign students and broaden their perspectives, etc. And for foreign students, it's really important for them to meet us and get to know Americans."

"The more informal ways to do it, the better. But that often means it just doesn't get done."

Round the World Women organizer

"I think it's a real priviledge to be involved with people from a foreign country. I think you learn as much about their culture as they learn about yours."

[On contacts with foreign students] "I think we need all we can get."

Round the World Women member

"I think those of us who are interested in foreign students are great."

"It's very rewarding to get to know the international students better - in fact, to get to know them at all."

"I keep saying International Sunday is just one small step towards international understanding . . . . . I'd just like to have more occasions so people would be free to attend our churches."

Town Committee and Host Family organizer

"I guess people that do it [host foreign students] gain various kinds of personal satisfaction through contacts with other cultures."

[Foreign student contacts give] . . . . "a sense of what politicians are talking about when they try to pull the wool over our eyes. This all helps to promote better world understanding."

[Town residents who are involved] "I guess I would have to say it's the old story of the already committed. The people that have done a lot of traveling, know a lot about the world as a whole."

Friends Committee organizer

"Those that take advantage of it [Host Family Program], I think it's very good for their children, so they don't think that everything we do in this country is the right way."

"They're in this country [foreign students] - rather than just get the academic view, they should know how people live, what their values are, what family life is like."

"I just think it helps with understanding. When you know somebody, you don't think of them as an enemy."

"The problem is the foreign students are very busy because they're very conscientious about their studies."

"Our experience has been mainly with the mainland Chinese, and they're such open, lovely people they wouldn't say anything negative even if they've had negative experiences."

Host Family organizer

"There's a need for more involvement . . . . . but people say they're too busy."

"Nothing gives one the impression [towns] people are antagonistic."

"These people [foreign students] are always so appreciative of friendship and are so interested in our culture - in fact, a little too much so. They always arrive with gifts."

"I don't think we need to overwhelm them [foreign students]. I think the time they most need help is when they first come to this country and don't know how to change money or use the phone or anything."

Host Family organizer

"I was committed to peace. I still am. And the promotion of understanding . . . . . I had been very active in race relations questions in town and one of the problems was finding housing for foreign students. I would say it's still very difficult because rents in town are very high and there's a severe shortage of apartments."

"XXXXX is really a very, very cosmopolitan town. There are loads of foreign students and the people here are very used to seeing them."

"There are not that many formalized opportunities to have interchange between the students and the town. When I was here before, there was quite a lot of interest and we kept that interest high. But the character of the town has changed dramatically."

"I really don't know how much of the warm, human contact they (foreign students) get now. Judging from the people that are involved, their official things are very well taken care of (passport renewals, etc.)"

[On foreign students] "The one who did interact with the townspeople almost invariably said their American experience was more enriching than it would have been if they had just confined themselves to their studies. They gained much more understanding of American life."

Town Committee and ex-campus staff

[Townspeople] "From my point of view, they are extremely friendly. They are accustomed to dealing with foreign students."

"Really, I don't think they need anything else. I think that as students, we are more involved with students. That's not to say that the people in town don't want us, but we have more in common with students."

Round the World Women, wife of former foreign student

"The students are providing a livelihood and sometimes that's resented and sometimes it's not."

"All in all, I think when you're a foreigner, you tend to stay with people who are more like yourselves."

"The drivers (program volunteers) now are older than the students and it doesn't always match. Our interests are not the same."

Round the World Women organizer

"There was a real need for it . . . . we realized how difficult it is to be in a foreign country and not know the language."

"The volunteers are all kindred spirits. We're all interested. Nobody expects monetary reward. Of course now we're having more difficulty because so many women are working."

"First of all, they're not just do-gooders. They're all people who like to

meet people and it's so fascinating to meet people from foreign cultures. It's lots of fun."

"It's fascinating to see women from countries who normally would be cool to each other becoming friends because they all have the same problems."

"I always though that we should never meet in churches because we didn't want the women to think we're trying to convert them. I just hate that missionary zeal."

Round the World Women organizer

"My husband died and I had to have something to do. For me, it was just simply to learn about other countries and learn what the people were doing."

"Nothing that happens in XXXXX surprises anybody. If you see somebody in a costume or a robe, you don't turn a hair."

"Let's face it, the merchants are not fools. They cater to these people. One thing I think is unfortunate, and I've seen it myself, is that some of the landlords seem to gouge them [foreign students].

"I've learned a lot about their gentleness, their sweetness and their shyness. They're just lovely people."

Round the World Women member

"We should do more. We have a very large Catholic center here at the University, but we don't have a good foreign student program. I'd have to say it's punk."

[Town involvement with foreign students] "There aren't strings to them. I don't think he'd find them an anomaly, but I don't think he'd go out of his way to ask them where they're from."

"You know, we're such an international world today. I, for one, am always awed by a young person coming from a foreign land. It gives me a lift to see how much in common we all have."

Clergyman and Town Committee member

"The thing that makes me very proud is that several of the women have gone back to their own countries and said 'I'm going to start my own program like this' [Round the World Women]."

[On more town-foreign student contacts] "I think if they want to have it, enough is available . . . . There's only so much you can do. You don't want to be overbearing."

Round the World Women organizer

INTERVIEWS WITH TOWNSPEOPLE WHO ARE COMMUNITY LEADERS

"I don't really remember that we did a lot on foreign students and such."

Town newspaper editor

"I deal with them all the time getting liquor purchase cards and they don't seem to have any problems."

"I think having a diverse population benefits everyone . . . . I'm not saying

there aren't contacts [with foreign students], it's just that who notices? Maybe bigots notice."

Town police chief

"It's true, a lot of them [foreign students] don't understand the system here and that does cause problems."

"In terms of being responsible about their accounts, I think they're more responsible about their accounts . . . . We like them. They're some of our favorite customers, I think because they are more responsible."

"We seem to have to take more time with the Chinese and Korean students."

Town Bank manager

[Foreign student in town politics] "We always have some people at town meetings . . . . What we've got is more people who want to taste a little flavor of town meetings, rather than serve on a committee."

[Town-foreign student contacts] "I suppose overwhelmingly commercial."

[Problems with foreign students] "As with any university . . . problems ranging from housing to false alarms at the fire department to rowdy behavior to impact on town services."

[Further contacts] "Two reactions: one, the more the merrier, two, in an area where there's a high number of foreign students, a lot of contacts already are taking place."

Chairman, Board of Selectment

"The direct connections between the college and the high school community probably are limited."

"There are multinational clubs of many different types and they always include foreign students."

[More contacts] "I think anything more is positive, but I certainly don't believe in creating artificial ways."

High School Principal

Appendix E

INTERVIEWS WITH CAMPUS STAFF, FACULTY, AND U.S. STUDENTS

1. What are the biggest problems foreign students have in adjusting to life here?
2. Who has the easiest time? Who has the hardest time?
3. What contacts do you know of between foreign students and townspeople? Please be specific. Give examples of the benefits and problems of these contacts.
4. Do you think more contact between foreign students and townspeople is needed? Why is that?
5. How should further contacts be encouraged? What kinds of contacts should there be?

"For some foreign students there is a very thin veneer of sophistication. Older students with families seem to have their own networks."

"Most students don't hear about it [church and town events for foreign students]."

"Foreign students who have been away for some time are now still in touch with their host families. There have been some disasters. We need to flesh out existing problems. Closer family relations [such as host families] are good, since students are cut off from home, its a substitute."

"A town center is needed, a place to come together, for regular and unscheduled meetings. Also, foreign students need information about the community."

Public University staff

"Most [Chinese] have been exposed to foreigners in their home country. Most are open-minded."

"There are 150 applications [for host families] . . . . the demand is greater than the number of families."

"It is good to get close to an American family in an unpretentious setting, unlike with faculty. For those who can't get involved, then it alienates the student."

A variety of programs are needed. Movies, town meetings, hikes, concerts. People in town are tired of the host family program. There is too much demand . . . and it is hard to get families. The town committee since '68 has mixed results."

Public University staff

"The majority [of foreign students] do well."

"The town does quite a bit. Host families."

"Those without [host] families are upset. Also, there is an orientation dinner in church. Culturally it is a big help. It makes people feel at home."

Public University staff

"Wives of faculty are generally involved [with foreign students]. There are between 75 and 100 town volunteers. One couple is not faculty. The town has a long history of faculty involvement through university exchanges. Foreign student exchanges go back 100 years."

"Volunteers are interested in contacts with foreign students and other cultures. They like to introduce their children to them."

"The town is cosmopolitan, it has ethnic restaurants."

"More contacts are needed. We need to recruit more volunteers for existing programs. A major item is to expand contributions, revise mailing list; potential donors need to be found. The greatest need is the teaching of English."

Public University staff

"Foreign students who come from the most different cultures have the biggest problems. Asians and Western Europeans have political conflicts with native students."

"XXXXX is diverse. One would assume everything is okay [with town-foreign student relations]. I don't hear anything."

"What is needed is an international forum for the exchange of ideas; multi-cultural awareness."

Public University staff

There is a proactive town/gown relation. International religious celebrations. Dinners. Foreign students are asked to speak in town and schools."

There is no lack of programs. Demands of study prevent involvement. We don't have foreign wives taken care of."

Public University staff

"The town committee, wives groups, and churches are all active [with foreign students]."

"Foreign students come here, and then schools draw on them as resources. The educational experience works both ways."

"The town can provide support, arrange pot lucks, it is difficult to meet new friends otherwise."

Public University staff

"The wives of foreign students are often isolated . . . . something should be done for them."

"There are an increasing number of foreigners in the community. The town attracts people because of basic social services."

"I don't know what programs are needed . . . I'm too remote."

Public University faculty

"Twenty five percent of our [Physics] graduate program is foreign."
"Foreign students do not have much contact with townspeople. They tend to stay with support groups"
"We certainly need to encourage foreign student-town contacts. More cultural events on campus should be arranged."

Public University faculty

"Twenty five percent of our [Math] graduate program is foreign."
"I do not hear about foreign student-town problems. I am involved in academics."
"I have no experience with town-foreign student relations."

Public University faculty

"Foreign students do not like to associate with the community or foreign student associations."
"The foreign students tend to be wealthy and have visited the United States before."
"We have no program to differentiate foreign students."

Private College staff

"Students with cultures most dissimilar to ours have problems adjusting . . . especially to male-female relations."

Private College staff

ADDITIONAL TELEPHONE INTERVIEWS WITH PUBLIC UNIVERSITY

U.S. STUDENT LEADERS

"The Graduate Student Senate has 81 current senators from 52 university departments. 15 of these senators are from foreign countries: 3 Spanish; 1 African; 3 Indian; 2 Asian; 3 Middle Eastern; 1 Canadian; 1 Britain; and 1 Dutch."
"Foreign students have served in all of (the executive) offices. Last year the President was from India and the Vice President was from Greece."
"If the foreign students' needs are different from other graduate students' needs, these have not been presented or addressed by the Senate."

Graduate Student Senate Official

"A lot of foreign students do get involved (in SGA) and we try to make a special effort by going to their activities."

Student Government Association official

[General town-gown relations] "There's definitely some resentment among the locals, but they also realize that a lot of their commerce comes from the university."
[Recently interviewed 4 Filipinos on Aquino victory] "I thought that really added to our perceptions of the issues."
"I think that's kind of the beauty of going to a university this size is that we have an incredible mix - you have people from every part of the world."

Editor of student newspaper

IIE RESEARCH SERIES

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Foreign Students in American Colleges and Universities
Craufurd D. Goodwin
Michael Nacht

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